

CIRCLE TIME: YEAR: FOUNDATION STAGE

Virtue (Summer term): Courage

PSHCE:

I can be brave to do something that needs to be done even when it is hard to do or I am scared to do it. Even if I am afraid, I have the courage to ask for help. I can overcome my fear and do the right thing.

Knowledge:

I know that courage means being bold to make the right choices. It means standing up for myself and for others. I know that I can count on God's help and that I am never alone.

Skills:

I can make the right choices.
I can reflect on the choices I have made.
I can stand up for others and myself.
I am not afraid to fail and keep trying.

Attitudes:

I know when to speak up for myself and others. I can be quietly courageous through my actions and words.

Circle Time Rules:

We listen to each other.
We do not say or do anything that would hurt another person.
We signal when we want to say something.
We may say pass.
If a game involves touch we may sit and watch before making a decision to join in.

Skills - Thinking, Looking, Listening, Speaking, Concentrating

Throughout Circle Time it is vital that teachers praise children for using the above skills.

Step 1. Game

Show the children an opaque box; tell the children that there is something inside the box. (Have something sensory, like play-doh or sand inside it). Ask the children if anyone feels brave enough to put their hand inside the box. Talk about the feeling of being brave and what the word courage means. Courage means doing something, that is new or something that might seem scary!

Step 2. Round

Explain to the children that this was just a silly, fun activity but there are times when we really do have to be brave and tackle new situations. People we know can help us to have courage and God gives us strength and courage too.

Ask the children to go around the circle and name someone who helps them to feel brave, when they are scared or when they are in a new situation! E.g. *"Uncle Joe helps me, because he makes me smile if I have to go to have an injection"*.

Trigger statement:

I can be brave even when I don't feel like it.

Step 3. Open Forum

How are these characters showing courage?

1. John fell over and hurt his knee. At first, his friend Sam froze and didn't know what to do, but then he jumped up and ran to get a teacher to help. Who showed courage and how?
2. Nell was starting a new school. She said goodbye to her old friends on Friday and on Monday she put on her new school uniform. She felt excited in the morning but then when she arrived at her new school she didn't want to let go of Nana's hand. How did Nell have to use her courage? How could Nana and the teacher help her?
3. Sally saw some of the older boys throwing stones near the library window. She knew that wasn't safe. She didn't want to get in trouble but she knew she had to go and tell an adult. How did Sally use her courage?

Step 4. Celebration

Make a card for someone who helps you to show courage, to say thank you to them. You could write a celebratory message e.g. 'thank you for helping me to be brave when....'

Remind children that they can encourage each other and help their friends to have courage too. "You were really brave when you hurt your knee" "You had courage when you tried that extra tricky phonics challenge".

Step 5. Ending Ritual

Have a superhero award: for children who have shown particular bravery and courage this week. Stick their names or a photo of them on the superhero for using their courage!

"Be strong and courageous." (Deuteronomy 31:6)

Read the story of Moses and the burning bush (Exodus 3) in a children's Bible. Ask children at which point did Moses not show courage and how did God help him to have the courage he needed to do what God asked?

Resources:

Empty box – e.g. tissue or shoe box with an opening, sensory 'surprise' inside the box.

Superhero poster

Children's Bible